

Lady's Island Middle

30 Cougar Drive
Beaufort, SC 29907

Grades	6-8 Middle School	
Enrollment	690 Students	
Principal	Priscilla Drake	843-322-3100
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	28	15	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Unsatisfactory	No

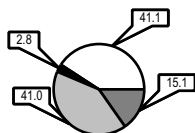
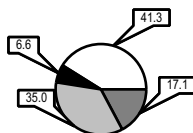
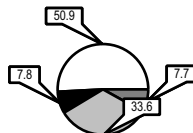
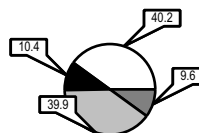
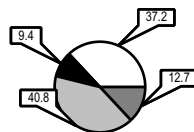
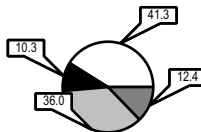
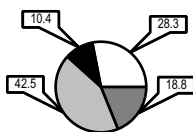
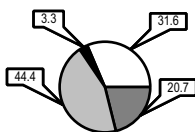
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	678	99.7	41.1	41.0	15.1	2.8	28.1	No	Yes
Gender									
Male	338	99.7	51.7	37.5	9.2	1.6	19.4		
Female	340	99.7	30.7	44.4	20.8	4.0	36.6		
Racial/Ethnic Group									
White	209	100.0	11.8	51.3	30.8	6.2	50.3	Yes	Yes
African American	441	99.6	54.3	36.1	8.2	1.4	18.3	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	52.2	39.1	8.7	0.0	17.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	607	99.8	37.5	42.7	16.7	3.1	30.9		
Disabled	71	98.6	75.4	24.6	0.0	0.0	1.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	678	99.7	41.1	41.0	15.1	2.8	28.1		
English Proficiency									
Limited English Proficient	15	100.0	73.3	26.7	0.0	0.0	6.7	I/S	I/S
Non-Limited English Proficient	663	99.7	40.4	41.3	15.4	2.9	28.6		
Socio-Economic Status									
Subsidized meals	379	99.7	52.3	39.3	7.3	1.1	18.7	No	Yes
Full-pay meals	299	99.7	25.7	43.3	25.7	5.2	41.0		

Mathematics – State Performance Objective = 36.7%									
All Students	678	99.9	41.3	35.0	17.1	6.6	32.3	No	Yes
Gender									
Male	338	100.0	46.0	32.7	16.2	5.1	30.5		
Female	340	99.7	36.6	37.3	18.0	8.1	34.2		
Racial/Ethnic Group									
White	209	100.0	21.0	37.9	25.6	15.4	52.8	Yes	Yes
African American	441	99.8	50.7	34.4	12.5	2.4	21.9	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	43.5	26.1	26.1	4.3	43.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	607	99.8	37.8	36.5	18.6	7.1	34.7		
Disabled	71	100.0	73.8	21.3	3.3	1.6	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	678	99.9	41.3	35.0	17.1	6.6	32.3		
English Proficiency									
Limited English Proficient	15	100.0	53.3	26.7	20.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	663	99.9	41.0	35.2	17.0	6.8	32.2		
Socio-Economic Status									
Subsidized meals	379	100.0	50.9	34.1	13.0	1.9	21.7	No	Yes
Full-pay meals	299	99.7	28.0	36.2	22.8	13.1	47.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	678	99.9	50.9	33.6	7.7	7.8	15.5
Gender							
Male	338	100.0	54.0	30.2	7.9	7.9	15.9
Female	340	99.7	47.8	37.0	7.5	7.8	15.2
Racial/Ethnic Group							
White	209	100.0	20.0	48.7	12.3	19.0	31.3
African American	441	99.8	65.6	26.7	5.0	2.6	7.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	47.8	30.4	17.4	4.3	21.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	607	99.8	47.4	35.8	8.3	8.5	16.8
Disabled	71	100.0	83.6	13.1	1.6	1.6	3.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	678	99.9	50.9	33.6	7.7	7.8	15.5
English Proficiency							
Limited English Proficient	15	100.0	66.7	13.3	20.0	0.0	20.0
Non-Limited English Proficient	663	99.9	50.5	34.1	7.4	8.0	15.4
Socio-Economic Status							
Subsidized meals	379	100.0	62.9	29.5	5.7	1.9	7.6
Full-pay meals	299	99.7	34.3	39.2	10.4	16.0	26.5

Social Studies							
All Students	678	99.9	40.2	39.9	9.6	10.4	19.9
Gender							
Male	338	100.0	44.1	36.5	8.3	11.1	19.4
Female	340	99.7	36.3	43.2	10.9	9.6	20.5
Racial/Ethnic Group							
White	209	100.0	14.9	45.6	15.4	24.1	39.5
African American	441	99.8	51.4	38.2	6.3	4.1	10.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	52.2	26.1	13.0	8.7	21.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	607	99.8	37.0	41.3	10.2	11.5	21.7
Disabled	71	100.0	70.5	26.2	3.3	0.0	3.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	678	99.9	40.2	39.9	9.6	10.4	19.9
English Proficiency							
Limited English Proficient	15	100.0	66.7	20.0	6.7	6.7	13.3
Non-Limited English Proficient	663	99.9	39.5	40.4	9.6	10.5	20.1
Socio-Economic Status							
Subsidized meals	379	100.0	50.4	40.9	4.1	4.6	8.7
Full-pay meals	299	99.7	26.1	38.4	17.2	18.3	35.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	257	98.4	46.6	35.6	14.6	3.2	17.8
	7	229	100.0	44.2	42.4	10.7	2.7	13.4
	8	208	98.1	32.3	44.9	19.2	3.5	22.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	99.6	47.8	34.0	15.8	2.4	18.2
	7	235	100.0	37.1	45.7	16.3	0.9	17.2
	8	222	99.6	38.3	43.2	13.1	5.3	18.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	257	99.2	23.4	43.5	24.2	8.9	33.1
	7	229	100.0	47.3	36.2	9.8	6.7	16.5
	8	208	98.6	41.5	42.0	10.0	6.5	16.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	27.8	34.0	29.2	9.1	38.3
	7	235	100.0	40.3	38.5	14.9	6.3	21.3
	8	222	99.6	55.8	32.5	7.3	4.4	11.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	51.7	27.8	8.6	12.0	20.6
	7	235	100.0	43.0	41.6	7.7	7.7	15.4
	8	222	99.6	58.3	31.1	6.8	3.9	10.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	28.7	37.8	12.0	21.5	33.5
	7	235	100.0	45.2	39.4	9.5	5.9	15.4
	8	222	99.6	46.1	42.7	7.3	3.9	11.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 690)				
Students enrolled in high school credit courses (grades 7 & 8)	21.6%	Down from 47.7%	17.9%	15.5%
Retention rate	2.1%	Up from 1.3%	3.3%	3.0%
Attendance rate	95.2%	Down from 96.2%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%	Down from 6.9%	4.9%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%	Down from 4.5%	4.6%	4.6%
Eligible for gifted and talented	20.9%	Up from 17.7%	17.9%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.7%	Down from 10.5%	14.0%	13.6%
Older than usual for grade	2.8%	Up from 2.6%	4.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 1.7%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 60)				
Teachers with advanced degrees	65.0%	Up from 60.0%	46.7%	51.8%
Continuing contract teachers	71.7%	Up from 61.8%	80.0%	78.1%
Highly qualified teachers	91.7%	Up from 86.1%	91.7%	89.6%
Teachers with emergency or provisional certificates	12.2%	Down from 20.0%	4.0%	6.0%
Teachers returning from previous year	74.7%	Up from 70.4%	86.8%	85.4%
Teacher attendance rate	91.4%	Down from 91.9%	95.1%	94.9%
Average teacher salary	\$43,080	Up 4.3%	\$41,405	\$41,328
Prof. development days/teacher	11.9 days	Down from 13.8 days	11.5 days	11.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 13.9 to 1	22.3 to 1	21.3 to 1
Prime instructional time	84.1%	Up from 83.9%	89.2%	89.3%
Dollars spent per pupil*	\$7,762	Up 0.5%	\$5,807	\$6,022
Percent of expenditures for teacher salaries*	60.7%	Up from 59.3%	60.9%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	87.2%	Down from 98.2%	96.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lady's Island Middle School continues to work towards improvement. This school is a part of the Milken Family Foundation Teacher Advancement Program. Results from the longitudinal study indicate that our students are making significant gains. The school rated at the top level (5) for the school award. The school had no losses in any area. We also had the highest school-wide payout as a result of the gains.

Along with the rest of our district, Lady's Island Middle School completed its 5-year Strategic Plan which will be used to help guide us through the 2010 school year. This plan embodies a variety of strategies that will help focus our efforts on improving our students' PACT scores, use of technology to gather and analyze information as well as using it to increase problem-solving skills, evaluate staff development programs, recruit and retain highly qualified teachers, and improve communication between LIMS and parents. Accomplishment of these goals will help to create a better environment for teachers to educate our children.

Our faculty participated in a year-long arts integration professional development which helped to provide teachers and administrators with a foundation in arts integration through arts education training, curriculum mapping, and data driven instructional decision making. Along with this training, teachers and students were able to work with local artists in residence in order to learn ways to use art as a strategy in the classroom.

We are continuing to work with our community to increase parent and community involvement in our school. Through the efforts of our School Improvement Council and Parent Teacher Organization two initiatives were implemented, the 2nd Annual Spring Carnival and Taking LIMS into the Community Program. The carnival brought together LIMS staff, parents, younger brother and sisters, and the community for a day of fun and fellowship. Through the Taking LIMS into the Community Program, we were able to go into the community and engage in informal discussions with parents and community leaders.

There was an increase in the number of Junior Scholar students. One of our students was selected to participate in the State Geography Bee. We had students to represent LIMS in the Crayola Dream Makers Art Contest. Our girls' track team and 8th grade boys' basketball teams were conference champions. Students participated in a number of community service activities. The LIMS Safety Patrol Unit was formed this year. We had one teacher who became National Board Certified and one teacher who had the prestigious honor of being selected to attend the Science P.L.U.S. Institute. Several teachers won grants.

As we begin the next school year, the staff, students, parents and community of Lady's Island Middle School will continue to work together to foster relationships that will help transform our school into a learning community where students will develop common beliefs and values to create a consistent focus.

Priscilla Drake, Principal
 Scott Shipsey, Teacher of the Year
 Ashley Gess, PTO President
 Beverly Ball, PTO President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	220	152
Percent satisfied with learning environment	68.9%	77.7%	74.1%
Percent satisfied with social and physical environment	90.9%	84.3%	71.5%
Percent satisfied with school-home relations	43.2%	83.9%	51.7%

*Only students at the highest middle school grade level at this school and their parents were included.